

Bear and Turtle

and the Great Lake Race



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Illustrated by
Alison Edgson

Child's Play®



Sequence of Events: *Bear and Turtle* and the Great Lake Race

Put the events of the story in order below. Do not glue until you have read through the whole sequence and are confident that it is correct.

	Events
1	Bear is in a bad mood because of the cold and snow. He trips over Turtle causing them to argue and insult one another about their speed. Turtle challenges Bear to a race to see who is faster.
2	Bear is confident he'll win and they agree to have a race on the lake. Bear will run along the edge and Turtle will swim under the ice and pop his head out at different holes in the ice.
3	The next day at sunrise, Turtle and Bear were both ready to race and feeling confident. Then the race began.
4	Bear ran quickly along the lake and could not believe how fast Turtle was getting to each hole in the ice. He thought it was all just luck.
5	While Bear slowed down as he got tired, Turtle's head quickly popped up in each hole until he got to the finish line first.
6	Bear dragged himself to the finish line and sobbed about failing to win the race. He then walked away without saying another word.
7	When bear was gone, Turtle tapped the ice and his brothers and sisters popped their heads out of the holes in the ice. They cheered about their tricky victory over Bear.
8	Bear was so upset, beaten, and tired that he went into his cave and slept the rest of winter, while Turtle and his family celebrated being clever.

Challenge Question: Why do you think the author didn't reveal until the end of the story Turtle's trick? What does that add to the story?

I don't think the author told us his trick because then it would be clear and I think the author wanted the reader to figure it out on their own.

How Do Wind and Water Change Earth?



Writing Prompt:

How does weather affect the earth and people? What changes does weather create? What causes different types of weather to form?

Rubric for 2nd grade informative writing:

Introduction	The writer introduces the topic.
Details from the text	The writer uses facts, details and examples from the text to inform the reader on the topic. The writer defines any vocabulary words within the text that the reader might not know.
Concluding statement	The writer summarizes the main idea in a different way.

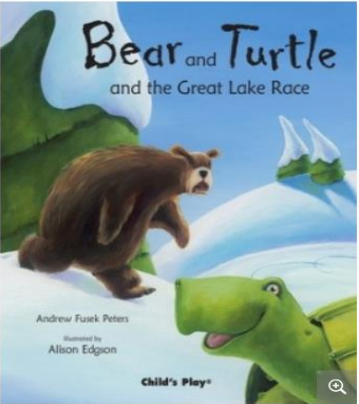
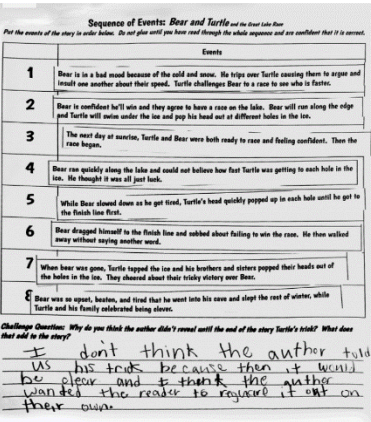
Type your response here:

Did you know that our earth is changing by water and wind? Here we will explore these powerful elements and get to know the different ways they affect the Earth and its people. One way weather can affect the earth is by wind erosion. The wind can also change the shapes of rocks and sand dunes. Wind can also be bad for farmers crops because wind can take the top layer of soil away on crops. This is harmful to the earth because plants need nutrients to grow. Another way the weather can affect the earth is by water erosion which changes the Earth's Surface. For example weather can cause flooding. Another example is over time water flows through spaces on earth and makes canyons. One good thing rain can make crops grow but if it rains too much it can flood. As you can see, weather can affect the Earth by causing serious damage to the environment. However, the power of wind and water does not stop there and can greatly affect people and their cities as well. For example, heavy rain can cause oceans and lakes to flood towns. Another example of how weather affects people is when wind forms tornadoes which can tear buildings out of the ground and cause serious damage to property such as houses and cars.

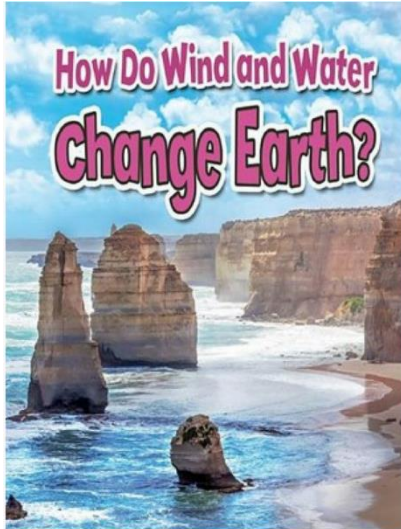
As you can see wind and water cause a lot of damage. Scientists are hoping they can make a better future so wind and water cannot hurt our Earth and its people. Wind and water can make beautiful things like the amazing Grand Canyon. I hope you had fun learning about wind and water!

Module 1: Section 1D: Unpacking Multidimensionality: Grade 2 Sample Tasks

Participant Guide

Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale
<p>Sample Task 1:</p>  	<p>RL.2.2 Identify implicit and explicit information from a summary to determine the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL, including but not limited to FABLES AND FOLKTALES FROM DIVERSE CULTURES.</p> <p>RL.2.5 Describe how parts of the text contribute to the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</p>	<p><input type="checkbox"/> None/Weak</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Strong</p>	

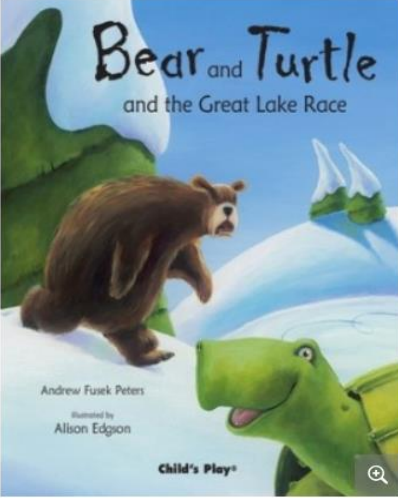
Please note that inclusion of these sample tasks does not represent that this task is endorsed by or rejected by the Kentucky Department of Education. Inclusion of these tasks was for the sole purpose of allowing participants the opportunity to investigate the *Kentucky Academic Standards for Reading and Writing* more closely. All tasks were selected from <https://tntp.org/student-work-library>.

Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale						
<p>Sample Task 2:</p> <div></div> <p>Writing Prompt:</p> <p>How does weather affect the earth and people? What changes does weather create? What causes different types of weather to form?</p> <p>Rubric for 2nd grade informative writing:</p> <table><tr><td>Introduction</td><td>The writer introduces the topic.</td></tr><tr><td>Details from the text</td><td>The writer uses facts, details and examples from the text to inform the reader on the topic. The writer defines any vocabulary words within the text that the reader might not know.</td></tr><tr><td>Concluding statement</td><td>The writer summarizes the main idea in a different way.</td></tr></table> <p>Type your response here:</p> <p>Did you know that our earth is changing by water and wind? Here we will explore these powerful elements and get to know the different ways they affect the Earth and it's people. One way weather can affect the earth is by wind erosion. The wind can also change the shapes of rocks and sand dunes. Wind can also be bad for farmers crops because wind can take the top layer of soil away on crops. This is harmful to the earth because plants need nutrients to grow. Another way the weather can affect the earth is by water erosion which changes the Earth's Surface. For example weather can cause flooding. Another example is over time water flows through spaces on earth and makes canyons. One good thing rain can make crops grow but if it rains too much it can flood. As you can see, weather can affect the Earth by causing serious damage to the environment. However, the power of wind and water does not stop thee and can greatly affect people and their cities as well. For example, heavy rain can cause oceans and lakes to flood towns. Another example of how weather affects people is when wind forms tornadoes which can tear buildings out of the ground and cause serious damage to property such as houses and cars.</p> <p>As you can see wind and water cause a lot of damage. Scientist are hoping they can make a better future so wind and water cannot hurt our Earth and its people. Wind and water can make beautiful things like the amazing Grand Canyon. I hope you had fun learning about wind and water!</p>	Introduction	The writer introduces the topic.	Details from the text	The writer uses facts, details and examples from the text to inform the reader on the topic. The writer defines any vocabulary words within the text that the reader might not know.	Concluding statement	The writer summarizes the main idea in a different way.	<p>RI.2.1 Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.</p> <p>RI.2.3 Describe the connection between INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text.</p> <p>C.2.2 Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.</p> <p>e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<div><input type="checkbox"/> None/Weak</div> <div><input type="checkbox"/> Partial</div> <div><input type="checkbox"/> Strong</div>	
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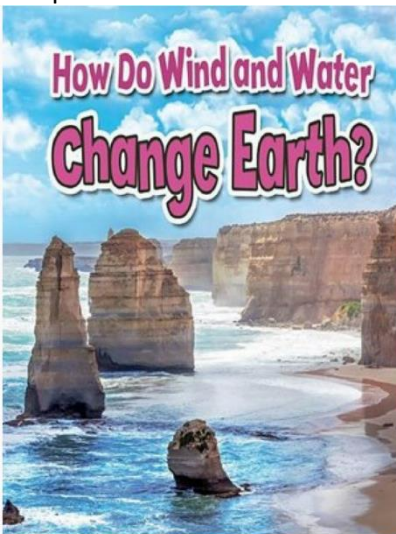
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Module 1: Section 1D: Unpacking Multidimensionality: Grade 2 Sample Tasks

Facilitator's Guide

Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale
<p>Sample Task 1:</p>  <p>(Continued on page 2.)</p>	<p>RL.2.2 Identify <i>implicit</i> and <i>explicit information from a summary</i> to determine the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL, including but not limited to FABLES AND FOLKTALES FROM DIVERSE CULTURES.</p> <p>RL.2.5 Describe how parts of the text contribute to the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</p>	<p> <input type="checkbox"/> None/Weak <input type="checkbox"/> Partial <input type="checkbox"/> Strong </p> <div data-bbox="1220 518 1451 805"> <p>Facilitator Notes</p> <p>Partial</p> <p>This assignment is partially aligned to the standards.</p> </div>	<p>Key Points to look/listen for and share:</p> <p>RL.2.2 There are no story strips that do NOT apply to the story; therefore, students are simply sequencing events, not identifying implicit and explicit information from a summary. In this case, because the students do not identify implicit and explicit information, but rather they are provided with pre-selected strips, the alignment to and measurement of comprehension and analysis is weak.</p> <p>They also do not have to determine the author's message/lesson/moral. Thus, there is no connection to the analysis required in the standard.</p> <p>RL.2.5 While students do have to put the strips in the correct sequence, they are only asked to describe how the trick at the end adds to the story. They are not asked to consider how the beginning and middle portions of this linear structure build to that discovery at the end. They might also have been asked to consider how what happens at the beginning and middle of the story set him up to be tricked by the end.</p>

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Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale																		
<div>Sequence of Events: <i>Bear and Turtle</i> and <i>the Great Lake Race</i> <i>Put the events of the story in order below. Do not glue until you have read through the whole sequence and are confident that it is correct.</i></div> <table><thead><tr><th></th><th>Events</th></tr></thead><tbody><tr><td>1</td><td>Bear is in a bad mood because of the cold and snow. He trips over Turtle causing them to argue and insult one another about their speed. Turtle challenges Bear to a race to see who is faster.</td></tr><tr><td>2</td><td>Bear is confident he'll win and they agree to have a race on the lake. Bear will run along the edge and Turtle will swim under the ice and pop his head out at different holes in the ice.</td></tr><tr><td>3</td><td>The next day at sunrise, Turtle and Bear were both ready to race and feeling confident. Then the race began.</td></tr><tr><td>4</td><td>Bear ran quickly along the lake and could not believe how fast Turtle was getting to each hole in the ice. He thought it was all just luck.</td></tr><tr><td>5</td><td>While Bear slowed down as he got tired, Turtle's head quickly popped up in each hole until he got to the finish line first.</td></tr><tr><td>6</td><td>Bear dragged himself to the finish line and sobbed about failing to win the race. He then walked away without saying another word.</td></tr><tr><td>7</td><td>When bear was gone, Turtle tapped the ice and his brothers and sisters popped their heads out of the holes in the ice. They cheered about their tricky victory over Bear.</td></tr><tr><td>8</td><td>Bear was so upset, beaten, and tired that he went into his cave and slept the rest of winter, while Turtle and his family celebrated being clever.</td></tr></tbody></table> <div>Challenge Question: <i>Why do you think the author didn't reveal until the end of the story Turtle's trick? What does that add to the story?</i> <i>I don't think the author told us his trick because then it would be clear and I think the author wanted the reader to figure it out on their own.</i></div>		Events	1	Bear is in a bad mood because of the cold and snow. He trips over Turtle causing them to argue and insult one another about their speed. Turtle challenges Bear to a race to see who is faster.	2	Bear is confident he'll win and they agree to have a race on the lake. Bear will run along the edge and Turtle will swim under the ice and pop his head out at different holes in the ice.	3	The next day at sunrise, Turtle and Bear were both ready to race and feeling confident. Then the race began.	4	Bear ran quickly along the lake and could not believe how fast Turtle was getting to each hole in the ice. He thought it was all just luck.	5	While Bear slowed down as he got tired, Turtle's head quickly popped up in each hole until he got to the finish line first.	6	Bear dragged himself to the finish line and sobbed about failing to win the race. He then walked away without saying another word.	7	When bear was gone, Turtle tapped the ice and his brothers and sisters popped their heads out of the holes in the ice. They cheered about their tricky victory over Bear.	8	Bear was so upset, beaten, and tired that he went into his cave and slept the rest of winter, while Turtle and his family celebrated being clever.			NOTE: The labeling of the question as being a “challenge” is misleading because the level of analysis in this question is a requirement of the standard and is not an extension to the standard. In fact, as discussed in the rationale above, this one analysis question about the contribution of the trick at the end of the story does not reach the depth of the entire standard.
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